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ABSTRACT

Outlined in a final performance report are the accomplishments, slippages, and spinoff developments of a prototype training program to prepare guidance counselors to work with deaf persons. The initial year of the program is reported to have been devoted primarily to curriculum planning, development of evaluation procedures, recruitment and selection of students, and development of instructional materials. Major activities listed for the program's implementation period include instruction and advisement of students, supervision of practicum, and program evaluation. Development of informational services, employment opportunities, and inservice training are among the areas described as spinoff developments. Appended are lists of the advisory committee, counselor-training program participants and their current positions, schools and organizations which have been provided with onsite consultation, and a suggested program of study. (SB)

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GALLAUDET COLLEGE

DEPARTMENT OF COUNSELING

Summer, 1974

Final Performance Report

Background Information

The Gallaudet College prototype training program to prepare guidance counselors to work with deaf persons (Grant #OEG-0-71-4142) was developed and implemented during the three-year period 1971 to 1974. The initial year (1971-72) was devoted primarily to curriculum planning, development of evaluation procedures, recruitment and selection of students, and development of instructional materials. During the second and third years (1972-74) faculty efforts were focused primarily on instruction, student advisement, supervision of practicum, and program evaluation.

Accomplishments and Slippages

Planning Period (1971-72)

During the planning year the following major activities occurred:

A. Recruitment of Faculty. Two full-time faculty members were recruited to plan this program. In addition, other Gallaudet College faculty members were identified for part-time staff positions.

B. Selection of Project Advisory Committee. An eleven member Advisory Committee (Appendix A) was chosen to serve as consultants for the Project. The Committee's suggestions were especially useful in the areas of curriculum, role definition for the guidance counselor, and screening procedures for the students.

C. National Study of Need and Demand for Guidance Counselors to Work With Deaf Young People. During the fall of 1971, all schools with enrollments of 50 or more hearing impaired students were contacted as a part of a national study conducted by the project staff. The survey indicated that there were only 41 counselors working with deaf youngsters, and that the need for counselors would increase significantly during the next few years. For example, the respondents indicated that there would

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be 81 positions available for counselors in 1973-74, and 100 positions in 1974-75. Information regarding the role and function of a guidance counselor was also obtained from the study. Among the skills which the respondents desired in a counselor were: (1) the ability to communicate easily with deaf students, (2) the ability to work with parents, and (3) the ability to consult with school personnel. The respondents also suggested that the ideal ratio for deaf students to guidance counselors would be 50 to 1.

D. Development of Graduate Level Curriculum. In April, 1972, the Graduate Faculty of Gallaudet College approved the 55-credit hour program of studies as submitted by the Project staff. (Appendix B) This curriculum was developed after extensive review of other training programs, site visits to other colleges, and advice from the Project Advisory Committee

E. Development of Evaluation Procedures. Specific criteria were developed to measure both student performance and program effectiveness. This evaluation was planned to encompass a five-year period following the graduation of the first group of students.

F. Development of Instructional Materials. A comprehensive library search was completed in order to identify appropriate instructional materials. As a result of this search approximately 300 publications were ordered for the Project library. In addition, various types of media were identified and adapted for instructional use.

G. Development of Student Selection Criteria. Specific criteria for the selection of students were developed. These criteria, in addition to traditional screening techniques, included previous experience and a personal interview.

H. Recruitment and Selection of Students. Extensive recruitment efforts involving printed material and personal contacts were initiated during the planning year. As a result, fifteen full-time students were selected from the more than 100 applications which were received. The selection process involved interviewing approximately 50 applicants.

I. Selection of Practicum Sites. A total of 15 practicum sites in the metropolitan Washington area were identified. In addition, a number of internship sites throughout the country were identified and agreed to cooperate with the Project staff. These practicum and internship sites included day and residential schools for the deaf, public school programs and special facilities for the multi-handicapped deaf.

J. Field Trips to Other Institutions. During the spring of 1973 and 1974 faculty and students visited the following facilities outside the metropolitan Washington area in order to become familiar with various counseling programs: 1) National Technical Institute for the Deaf, 2) National Center for Deaf Blind Youth and Adults, 3) Maimonides Mental Health Center, 4) Lexington School for the Deaf, 5) White Plains New York School for the Deaf and 6) New York University Deafness, Research and Training Center.

Implementation Period (1972-74)

During the implementation period the following major activities occurred:

A. Instruction and Advisement of Students. During the implementation phase a significant portion of faculty time was devoted to instructional and advisement activities. It had been anticipated that faculty members would spend a minimum of 50% of their time in direct contact with students during this period. However, class preparation, evaluation, travel and other activities required more time than had been anticipated.

B. Recruitment and Selection of Students. During 1972-73 approximately 90 applicants were screened for the second class. Of this number, 13 were selected. During 1973-74 approximately the same number of applicants were screened with 14 being accepted into the program.

C. Development of Instructional Materials. During this period approximately 800 additional publications were added to the Project library. A number of these publications were purchased with college funds. In addition, a number of video tapes of simulated and actual individual and group counseling sessions were developed for instructional purposes.

D. Recruitment of Faculty. One additonal full-time faculty member was added to the Project staff at the beginning of the 1973-74 academic year. This brought the Project staff to three full-time professionals, two of whom were supported by college funds.

E. Site Visits to Internship Facilities. During the spring of 1974 faculty members visited each of the 15 internship sites where students were located.

F. Student Evaluation. During 1972-74 continuing efforts were made to evaluate the students. In addition to the traditional academic measures, students were evaluated along several dimensions during this period. At the end of each semester, ability to use sign language and fingerspell was evaluated. All trainees were

able to meet the criteria established for sign language proficiency. Another measure, Cowen's Attitude Towards Deafness Scale, was administered to all trainees to determine if attitudes were modified to any significant degree. Each trainee also completed The Sixteen Personality Factor Questionnaire at the beginning and end of the first semester. The results of these evaluations were discussed with each trainee in individual sessions and data was analyzed to determine significant change. The Department intends to continue to collect such data in future years in an effort to see if predictions can be made as to the kinds of personality characteristics which suggest success in working as a guidance counselor with deaf persons. At the completion of the two-year course of study all students were required to take comprehensive written and oral examinations. All students successfully passed these examinations.

In addition to evaluations carried on by the Project staff each practicum and internship supervisor provided evaluations of student performance. These formal evaluations were conducted at the middle and at the end of each semester.

G. Program Evaluation. Program evaluation took several forms and continued throughout the two-year period. The first criterion for program effectiveness involved the number of applicants. It had been anticipated that there would be a 10 per cent increase in the number of applicants each year. Although the program attracted many more applicants than it could accept, this goal was not met.

A dropout rate in excess of 10 per cent was established as unsatisfactory for the training program. From the initial group of 15 full-time people, one student left the program at the end of the first semester to get married. None of the second group of students withdrew from the program during 1973-74. Therefore, the dropout rate was well within the range which had been established.

At the end of each semester the students were asked to evaluate the field supervisors and their practicum assignments. As a result of trainee evaluations and visitations by the Project staff, one practicum site was eliminated from the list of cooperating agencies.

Formal course evaluations by the students occurred at the end of each semester. Each course and instructor were evaluated anonymously by the students each semester. As a result of the evaluations some course content was revised and one part-time instructor was eliminated from the faculty.

As a part of its on-going evaluation, the Project staff will maintain contact with each graduating student for at least 5 years. The first phase of the follow-up occurred on May 9, 1974, when all of

intern students were brought together for a one-day workshop. They were asked to evaluate the program of studies, its relevancy to the demands placed on them during their internships, and their recommendations for course modifications or new subject matter areas.

Among the first class of graduates, one hundred per cent placement occurred within 3 months from the time of completion of the program. This exceeded the 90 per cent level which had been established as the placement objective. Moreover, all of the graduates had obtained positions with hearing impaired clientele. (Appendix C)

Finally, the Project staff had set as a goal that Gallaudet College would assume financial responsibility for at least two faculty positions. This was exceeded when the College assumed the cost for four faculty positions for the 1974-75 academic year.

Spinoff Developments

A. Development of Informational Services. Responding to requests for information regarding the counseling of deaf people became a major function of the Project staff during 1973-74. Staff assistance was provided in several ways.

1. Graduate Students from Other Colleges and Universities. A significant number of graduate students in counselor education and related professional preparation programs from other colleges and universities in the United States have consulted the Project staff via personal visits, correspondence and telephone calls. Services provided included the following: assistance in thesis writing, production of videotapes using role-played situations, provision of literature and information about counseling with deaf people, and provided guidance to individuals interested in pursuing a career in counseling with the deaf or some other helping profession within the field of deafness.

2. Professional Consultation. Schools for the deaf, special educational programs for hearing impaired children, professional organizations, and individual professionals have sought and obtained assistance from the Project staff. Services rendered by the staff included:

   a. Information on counseling methods and techniques which may be used with multi-handicapped deaf youngsters.

   b. Information on developing and implementing a guidance and counseling program designed to meet the needs of a particular school.

c. Information on group techniques with deaf youngsters.

d. Information on techniques of parent education and counseling.

e. Guidance on the selection, modification and use of career education materials and methods.

f. Information on the selection, uses, and interpretation of tests in guidance and counseling with educationally and socially disadvantaged deaf youngsters.

g. The faculty of the Project provided on site consultation to 16 schools and organizations (Appendix D).

3. Working Relationship with Metropolitan Washington Schools.

A reciprocal working relationship developed with a number of the public school systems in which the schools provided supervised practicum and internship opportunities while the Project staff provided assistance to school administrators, teachers, guidance counselors, and school psychologists to help them cope with the problems which were occurring among their hearing impaired students.

B. Provision of Practicum Supervision of Graduate Students from Other Counselor Education Programs. In a cooperative effort with the counselor education programs of Catholic University and the University of Texas, the Project staff placed one deaf student from each program in local practicum facilities and provided them with the necessary supervision. This enabled the students to meet their respective practicum requirements, thus enabling them to earn their master's degree in guidance and counseling.

C. Development of Employment Opportunities. Counselor-trainees in practicum and internship situations have demonstrated the need for specially trained guidance counselors to serve hearing impaired students. Consequently, some of the graduates from the first group of students were offered employment by the administrators of the schools where they had served their internship. Therefore, practicum and internship sites should be viewed as potential employment opportunities for the graduates.

D. Development of Instructional Materials.

1. A major activity in this area has been the production of simulated counseling sessions on videotape for instructional use. Individual and group counseling situations have been recorded. Videotapes have also proven to be useful in sign language instruction. Recognizing the value of videotapes as a training device, the Project staff has developed a videotape library which contains films on these and other subjects related to deafness.

2. A collection of simulated counseling situations have been

developed to illustrate typical problems encountered by guidance counselors working with hearing impaired youngsters in residential and public schools. This instructional device enables the trainees to demonstrate how they would handle specific problems and also serves as a springboard for class discussion of possible alternatives and resources available to the counselor.

3. Videotaping of mock counseling sessions and actual counseling interviews have proven to be very useful for the teaching of counseling techniques. The videotapes permit the practicum supervisor to critique the skills of the counselor-trainee through a careful review of all that transpires during the interview. Since the Project staff utilizes the split-screen technique while videotaping, client and counselor activities and reactions are presented on the screen simultaneously; thereby enabling the supervisor to pinpoint what was occurring during the interview.

4. In addition to the professional library which was developed by the Project staff, the main library of Gallaudet College has purchased $1,000 worth of books and journals related to the field of guidance and counseling. These selections were made by the Project staff and represent a broad range of topics in the area of guidance and counseling.

E. Development of Other Professional Training Opportunities.

1. The Project staff helped Gallaudet College to establish a summer training program in 1972 for persons employed as dormitory counselors in residential facilities for the deaf. Upon completion of the first summer institute trainees were able to meet the minimum course work requirements for a Class C certificate from the Conference of Executives of American Schools for the Deaf. These dormitory workers institutes have been conducted annually since 1972.

2. The Project staff has been involved with procedures to establish a training program at Gallaudet College to prepare vocational rehabilitation counselors. The College has indicated support for such a program and the Project staff has negotiated with representatives from the Rehabilitation Services Administration regarding financial support for a vocational rehabilitation training program. Implementation of such a training program has been planned for 1975 or 1976.

3. Two members of the Project staff have been actively involved with national workshops which have been conducted by Dr. Edna Levine to explore the possibility of establishing training programs to prepare school psychologists to work with deaf youngsters. The workshops have focused on the need for such specialists, the kind of curriculum which should be required, certification requirements, and identification of institutions which have the capacity to train school psychologists.

F. Development of Services for Multi-Handicapped Students. The experience of the Project staff in practicum and internship supervision indicated that many of the deaf youngsters being seen by the counselor-trainees could be classified as multi-handicapped. The secondary disabilities included visual impairments, sensory-motor problems, Cerebral Palsy, emotional disorders, and learning disabilities. Through discussions with the Gallaudet College Department of Education, the Dean of the Graduate School, and interested faculty, the Project staff encouraged the creation of a new major to prepare teachers to work with multi-handicapped hearing impaired children. The Department of Education of Gallaudet College has indicated that a program consisting of a two-semester emphasis in education of the multi-handicapped hearing impaired will be developed during the 1974-75 academic year.

G. In-Service Training. Throughout the planning year (1971-72) discussions with staff and faculty members from Kendall Demonstration Elementary School, the Model Secondary School for the Deaf and Gallaudet College indicated a strong desire on their part for in-service training. As a result, the Project staff has offered late afternoon and evening courses each semester. The number of Special and Part-Time Students enrolled per semester has been between 35 and 40 people. The majority of these people were employed on the Gallaudet campus, while others were employed by vocational rehabilitation offices in the metropolitan area. Two deaf individuals, one a counselor's aide and the other a science teacher, having begun as Special Students, plan to complete their degree requirements for guidance counselors of the deaf during the fall of 1974. This suggests that not only can the in-service training be seen as helping the people with their existing assignments, but also as a way of upgrading deaf persons through re-training to equip them for job advancement.

APPENDIX A

Advisory Committee

Dr. Clifford Abe, Department of Guidance and Special Education, University of N. M.

Mr. Jack Aaron, Student, Gallaudet College

Dr. Richard Byrne, Department of Counseling, Univ. of Md.

Dr. Thomas Dillon, Principal, N.M. School for the Deaf

Dr. Ben Hoffmeyer, Headmaster, American School for the Deaf

Dr. T. M. Mackenzie, Psychiatrist, Washington, D.C.

Mr. Craig Mills, Director, Florida Division of Social and Rehabilitation Services

Ms. Marie Phillips, Student, Gallaudet College

Mr. Fred Schreiber, Executive Secretary, National Association of the Deaf

Dr. Richard Thompson, Psychologist, Needham, Massachusetts

Dr. McCay Vernon, Psychology Department, Western Maryland College

APPENDIX B

GALLAUDET COLLEGE

DEPARTMENT OF COUNSELING

SUGGESTED PROGRAM OF STUDY

First Semester

Course Title	Units
Prepracticum in Counseling Deaf People	3
Education and Psychology of the Hearing Impaired	3
Observation and Participation in Programs for the Deaf 1	1
Introduction to Counseling Deaf People	3
Seminar on the Adult Deaf Person	2
Simultaneous Method of Communication 1 or Elective	2-3
	14-15

Second Semester

Philosophy and Theories of Counseling	3
Observation and Participation in Programs for the Deaf II	1
Practicum in Counseling Deaf People 1	3
Organization and Administration of Counseling Programs for the Deaf	2
Simultaneous Method of Communication 11 or Elective	2
Elective	3
	14-15

Third Semester

Group Counseling with the Deaf	3
Practicum in Counseling Deaf People 11	3
Vocational Analysis, Information and Placement	3
Appraisal of the Individual	3
Differential Diagnosis in the Educational Process	3
	15

Fourth Semester

Internship in Counseling the Deaf	12
TOTAL:	55-57

Suggested Electives:

Independent Study	1-3
Language Development of the Hearing Impaired 1	2
Language Development of the Hearing Impaired 11	3
Educational Technology and Theory and Practice	3
Psychology of Exceptional Children	3
Advanced Child Growth and Development	2
Learning Theories and Their Application	3
Principles of Statistics	3
Principles of Sociology	3

APPENDIX C

DEPARTMENT OF COUNSELING

Counselor-Training Program Participants

1974

Placement of Graduates

NAME	CURRENT POSITION
BACHUS, Ned	Counselor, Program for the Deaf, Philadelphia Community College, Pa.
*BOWMAN, Don	Liaison Officer, Alabama Department of Vocational Rehabilitation, Mobile, Alabama
BRASEL, Ron	Dean of Men, South Dakota School for the Deaf, Sioux Falls, South Dakota
*GILLIAM, Judith	Counselor/Dean of Women, Alabama School for the Deaf, Talladega, Alabama
*HO, Kay	Counselor, Hong Kong School for the Deaf, Hammer Hill Road, Kowloon, Hong Kong
KRAFT, Sharon	Counselor, New Hampshire Vocational Technical College, Claremont, New Hampshire
JACOBS, John	Counselor of the Hearing Impaired, Montgomery County Schools, Rockville, Maryland
MCHUGH, Dan	Counselor, Placement Center, Gallaudet College, Washington, D.C.
MERRICK, Janet	Counselor, Vocational Rehabilitation, Maryland School for the Deaf, Frederick, Maryland
*MURPHY, Charles	Counselor, Boston School for the Deaf, 800 N. Main Street, Randolph, Mass.
*ROEHRIG, Arthur	Public Services Assistant on Deaf/ Blindness, Office of Public Services, Gallaudet College, Washington, D.C.
ROYSTER, Mary Anne	Director, Special Services Program, Gallaudet College, Washington, D.C.

*SMITH, Dianne	Counselor, Counseling Center, Gallaudet College, Washington, D.C.
*PLASSEY, Diane	Coordinator, Program for the Deaf, Goodwill Industries, Washington, D.C.

*Hearing Impaired

APPENDIX D

On-Site Consultations

The Project staff has provided on-site consultation to the following schools and organizations:

1. Alabama Institute for the Deaf and the Blind
2. South Dakota School for the Deaf
3. U.S. Civil Service Commission (Test Services Division)
4. University of Rochester (Career Development for the Deaf Project)
5. Maryland Rehabilitation Center (Deaf Program)
6. Kendall Demonstration Elementary School
7. Model Secondary School for the Deaf
8. Montgomery County, Md. -- Special Education Program for the Deaf
9. Arlington, Va. -- Special Education Program for the Deaf
10. Prince George's County, Md. -- Special Education Program for the Deaf
11. Goodwill Industries, Washington, D.C. (Personal Adjustment Program for the Deaf
12. Gallaudet College Placement Office
13. Gallaudet College Student Special Services Office
14. Virginia COSD (Leadership Training for Grassroots Deaf People)
15. University of Tennessee (Counselor Training Program)
16. South Carolina Division of Vocational Rehabilitation (In-Service Training for Counselors)

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

FORM APPROVED
OMB NO. 51-R1091

PROGRAM PERFORMANCE REPORT *(Discretionary Grants)*

Part I

All grantees with awards from programs listed under "General Instructions" above respond.

1. Date of Report:	2. Grant Number:
June 16, 1975	OEG-0-71-4142
3. Period of Report: From:	**To:**
6/15/71	8/31/74

4. Grantee Name and Descriptive Name of Project:

Gallaudet College

Graduate Training Program for the Preparation of Guidance Counselors with the Deaf

Certification: I certify that to the best of my knowledge and belief this report *(consisting of this and subsequent pages and attachments)* is correct and complete in all respects, except as may be specifically noted herein.

Typed Name of Project Director(s) or Principal Investigator(s):	Signature of Project Director(s) or Principal Investigator(s):
Richard K. Johnson (71-72) Norman L. Tully (72-74)	Norman L. Tully

Part II *("Accomplishment" Reporting)*

A. All grantees, except for those with awards under 13.443 and 13.447 are to respond to this Section A. Grantees under 13.443 and 13.447 go to B of Part II.

The grant application for programs 13.445, 13.446, 13.450, and 13.520 provided for the following functions or activities as categorical headings in the budget and narrative sections:

Research and Development
Demonstration/Service
Evaluation
Dissemination
"Inservice" Training

Programs 13.448, 13.451, and 13.452 do not usually require a breakout since the primary function or activity is intrinsic to the respective program.

For each of the above programs, functions or activities *(as well as those of special import for certain programs; e.g., replication, advisory councils, parent involvement)* discuss the objectives and subobjectives presented in the approved application *(in narrative format)* in terms of:

- (a) Accomplishments and milestones met.
- (b) Slippages in attainment and reasons for the slippages.

Refer back to your application and utilize your quantitative quarterly projections, scheduled chronological order and target dates, and data collected and maintained as well as criteria and methodologies used to evaluate results for (a) and (b).

Also highlight those phases of the plans of action presented in your application that proved most successful, as well as those that upon implementation did not appear fruitful.

Grantees finishing this portion of Part II, go to C of Part II.

B. Reporting for Grantees under 13.443 *(Research and Demonstration)* and 13.447 *(Physical Education and Recreation Research).*

Discuss major activities carried out, major departures from the original plan, problems encountered, significant preliminary findings, results, and a description and evaluation of any final product. Either include copies of, or discuss: information materials released; reports in newspapers, magazines, journals, etc.; papers prepared for professional meetings; textual and graphic materials; completed curriculum materials and instructional guides, or drafts if in a developmental stage, special methods, techniques and models developed; tests, scales and other measuring services used.

When finished with this portion of Part II, 13.443 and 13.447 grantees go to C of Part II.

C. All grantees are to respond to this Section C. Discuss the following:

(1) Unanticipated or anticipated spinoff developments *(i.e., those which were not part of your originally approved subobjectives, but which are contemplated within the purpose of the Education for the Handicapped legislation, such as new cooperative interagency efforts, a decision by volunteer(s) to pursue a career in special education, new public school pol-*

EC081292

(Part II, Section C, continued from reverse)

icy to integrate handicapped children into regular classrooms, enactment of mandatory or other State legislation affecting early education, relevant new course offerings at universities, etc.).

(2) Where outputs are quantified in response to any portion of Part II, relate quantifications to cost data for computation of unit costs. Analyze and explain high-cost units.

(3) Indicate other matters which you would like OE to know about *(e.g., community response to the project, matters concerning the project's working relationship with OE, technical assistance of OE staff, or any other relevant subject.)*

Part III

All grantees with a Demonstration/Service function or activity are to complete Table I. All grantees under 13.488 and 13.451, as well as those under other handicapped programs with a Training/"Inservice" Training activity are to complete Table II.

Table IA
Demonstration/Service Activities Data
Children

Enter actual performance data for this report period into the appropriate boxes. Use age as of the time of the original application, or the continuation application, whichever is later. On lines above line 11, count multihandicapped individuals only once, by primary handicapping condition, and indicate the number of multihandicapped in line 12. Data for lines 1 through 11 are for those directly served; i.e., services to those enrolled or receiving major services, and not those merely screened, referred or given minimal or occasional services.

Type of Handicap	Number of Handicapped Served by Age					
	Ages 0-2	Ages 3-5	Ages 6-9	Ages 10-12	Ages 13-18	Age 19 and Over
1. Trainable Mentally Retarded						
2. Educable Mentally Retarded						
3. Specific Learning Disabilities						
4. Deaf-Blind						
5. Deaf/Hard of Hearing						
6. Visually Handicapped						
7. Seriously Emotionally Disturbed						
8. Speech Impaired						
9. Other Health Impaired						
10. Crippled						
11. Total						
12. Multihandicapped						

If the data in the above table differ by more than 10 percent from the data originally presented in your approved application, please explain the difference.